**K-5 ELA Lesson Plan**

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| **Teacher:** | | **Grade: 2** | | | **Date(s)**: September 4, 2012 |
| **Unit Title:**  **Unit 1: A Story to Share** | | | **Corresponding Unit Task: 2 (T-Chart)** | | |
| **Essential Question(s):**   * **How does asking and answering questions help me to understand key ideas and details while I read?** * **How do characters develop throughout a story?** * **How do illustrations and words in a text help readers comprehend what they read?** * **How do good writers share their opinion with readers?** * **How do good writers tell the story of someone else’s life?** * **How can a good speaker effectively share a story with an audience.** | | | | | |
| **Materials/Resources** | | | **Essential Vocabulary** | | |
| **Teacher/Student:**   * **Copies of yellow leveled reader 2.1.1 (The New Kid by Eve Beck)** * **Copy of T-Chart** * **Document camera** * **T-Chart anchor chart (on large chart paper)** * **Paper** * **Pencils** * **Art supplies** * **T-Chart Rubric** | | | | * **character** * **plot** * **setting** * **problem** * **solution** * **organization** * **story map** * **T-chart** * **challenge/event** * **response** | |
| **Learning Experience(s)** | | | | | |
| **Gradual Release of Responsibility:**   * Modeled   Shared  Guided Practice   * Independent | **Writing**  **Standards:**  **W. 2.5 - With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.**  **W. 2.8 - Recall information from experiences or gather information from provided sources to answer a question.**  **L. 2.1 - Demonstrate command of the conventions of the standard English grammar and usage when writing or speaking.**  **L. 2.2 - Demonstrate command of standard English capitalization, punctuation, and spelling when writing.**  **I Can Statement(s):**   * **I can create a graphic organizer and use it to write a detailed story.**   **Instructional Plan:**   * **Prompt: Write about a special time you spent with a friend.** * **Review using a graphic organizer to write a story.** * **Students can complete their first draft.** | | | | |
| **Gradual Release of Responsibility:**  Modeled   * Shared   Guided Practice  Independent | **Reading**  **Standards:**  **RL.2.1 – Ask and answer such questions as *who, what, where, when, why,* and *how* to demonstrate understanding of key details in a text.**  **RL.2.3 – Describe how characters in a story respond to major events and challenges.**  **I Can Statement(s):**   * **I can listen to a story and create a T-Chart to identify challenge’s and the character’s response to the challenge.**   **Instructional Plan:**   * **Distribute copies of The New Kid by Eve Beck (on-level yellow reader 2.1) and review.** * **Students work in groups to complete a T-chart (referring to the anchor chart completed yesterday for Iris and Walter).** * **Remind them to look at the Story Map Checklist (on document camera) to ensure that they have met all the requirements with their group.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared  Guided Practice   * Independent | **Speaking & Listening**  **SL.2.1 – Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.**   1. **Follow agreed-upon rules for discussions.** 2. **Build on others’ talk in conversations by linking their comments to the remarks of others.** 3. **Ask for clarification and further explanation as needed about topics and texts under discussion.**   **I Can Statement(s):**   * **I can identify the challenges and events that effect the characters and their actions.** * **I can understand the character’s problem and identify the solution.**   **Instructional Plan:**   * **Students work together to complete a T-chart for The New Kid.** * **Students share their group’s T-chart with the class.** | | | | |
| **Gradual Release of Responsibility:**  Modeled  Shared   * Guided Practice   Independent | **Word Study**  **Standards:**  **Standards:**  **L.2.2d – Generalize learned spelling patterns when writing words.**  **I Can Statement(s):**   * **I can use spelling patterns to correctly spell new words.**   **Instructional Plan:**   * **Making Words activity – page 12o in Reading Street Teacher’s Edition (short vowel words)** | | | | |
| **Closing/Summarizing Strategy** | * **Review of T-Chart rubric.** * **Review of “I Can” statements.** * **Ticket-out-the-Door** | | | | |
| **Differentiation Strategies** | | | | | |
| **Extension** | | **Intervention** | | | **Language Development** |
| **Students can add another column to the T-chart explaining how he/she would have responded to that event/challenge and why.** | | **Teacher identifies the number of characters and/or challenges for student.** | | | **Language proficiency levels will be taken into account to modify the assessment if needed to ensure success.** |
| **Assessment(s) & Reflection** | | | | | |
| **Assessment(s):**  Informal assessment of group work (discussion and T-chart). | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | |

*Note: This template does not reflect the lesson plans for Guided Reading.*